DOCUMENT RESUME

ED 325 427 SO 030 190

AUTHOR Barth, James L., Ed.
TITLE Teaching Social Studies in Indiana, Third Edition.
INSTITUTION Indiana Council for the Social Studies, Bloomington.
PUB DATE 90
NOTE 61p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Beginning Teachers; Educational Policy; Educational Resources; Elementary Secondary Education; Guidelines; *Social Studies; *State Standards; Teacher Certification; Teacher Employment
IDENTIFIERS *Indiana

ABSTRACT

Over the years changes have taken place both in the information and organizations with which teachers and prospective teachers should be familiar. This bulletin with up-to-date information is designed to help those seeking certification to teach social studies in Indiana and those interested in education. Some of the topics covered feature areas that may have changed, including course descriptions, textbook adoption, legislative laws, rules, guidelines, organizations that provide support and instructional assistance, and resources available in Indiana. The bulletin should be of interest to elementary, junior high/middle school, and senior high teachers in training. Teachers who have moved to Indiana and intend to teach social studies would find information about how social studies is organized in the state. School administrators, social studies textbook adoption committees, and those looking for information about the meaning of social studies, the social studies curriculum, laws that apply to social studies, and professional education organizations can find answers in this document. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Teaching Social Studies in Indiana

INDIANA COUNCIL FOR THE
SOCIAL STUDIES

TEACHING SOCIAL STUDIES IN INDIANA

Third Edition

James L. Barth
Editor

College and University/Special Interest Group
of the
Indiana Council for the Social Studies

1990

TABLE OF CONTENTS

Foreword	James L. Barth, Editor	ii
Laws, Rules and Guidelines for Teaching Social Studies in Indiana	Victor A. Smith	1
The Meaning of Social Studies in Indiana: Definition, Rationale, and Goal	James L. Barth	7
Indiana's Recommended Social Studies Curriculum	Mary Fortney	15
Social Studies Textbook Adoption: Rationale, Procedures, and Interpretation	James L. Barth	31
Professional Organizations Can Help	Anna Ochoa	37
Resources for the Resourceful Social Studies Teacher	Charles R. DuVall	45
How to Be Successful in Finding a Job Teaching Social Studies	Charles R. DuVall	51

FOREWORD

Teaching Social Studies in Indiana is a publication sponsored by the College and University/Special Interest Group, and a publication of the Indiana Council for the Social Studies. This is a third edition of the bulletin which has been updated about every six years.

The purpose of the bulletin is to provide those seeking certification to teach social studies in Indiana and others who are interested in education with up-to-date information. Over the years changes do occur. Course descriptions change. Textbook adoption, legislative laws, rules, and guidelines, also organizations that might be helpful to classroom teachers by providing both instructional assistance and support change, as do the resources available in the State. The bulletin should be of interest to elementary, junior high/middle school, and senior high teachers in training. Teachers who have just entered Indiana and intend to teach social studies would find this bulletin informative about how social studies is organized in this state. Finally, school administrators, social studies textbook adoption committees, and others who are looking for a publication that explains the meaning of social studies, the curriculum, laws that apply to social studies, and professional education organizations will find this in the bulletin. The Indiana Council for the Social Studies has provided funds for this publication with the expectation that educators and those interested in education would be well served by Teaching Social Studies in Indiana.

James L. Barth
Purdue University
1990

LAWS, RULES AND GUIDELINES FOR TEACHING SOCIAL STUDIES IN INDIANA

Victor A. Smith
Indianapolis Public Schools

Introduction

During the past decade, states have assumed an increasingly more influential role in education. It is essential for social studies teachers in Indiana to understand the state system which governs their profession so that they can participate in decisions which affect them. However, so complex and numerous are the state legal bodies and agencies which make and interpret educational decisions that the process is difficult to identify.

A wave of educational change has influenced every state in recent years. In Indiana alterations have been made not only in what is to be done in schools but also in the legal structure charged with deciding what is to be done. Structural changes have been made in areas of state governance of education that had not been touched for 40 years.

In order to sort out the changes and their relationship to the teaching of social studies, this section addresses three levels of decision making: laws, rules and guidelines. The decision making bodies and their decisions about social studies are addressed in this framework.

Laws Related to Social Studies

Laws are passed by the General Assembly and signed by the Governor. Four areas of law which directly affect social studies are those related to curriculum, textbook adoption, certification, and state testing.

1. Curriculum. Relatively few laws which directly prescribe the curriculum have been passed. The General Assembly has by tradition left curriculum decisions to the State Board of Education, discussed below in the section called Rules Related to Social Studies. A few laws, however, directly influence the social studies program and are noted here.

One example is Indiana Code 20-10.1-4-3:

System of Government-American History.

> Each public and nonpublic high school shall provide within the two (2) weeks preceding each general election

> for all students in each of grades six (6) through twelve (12) five (5) full recitation periods of class discussion concerning the system of government in Indiana and in the United States, methods of voting, party structures, election laws, and the responsibilities of citizenship participation in government and in elections.
>
> No one may receive a high school diploma unless he has completed a two (2) semester course in American history.

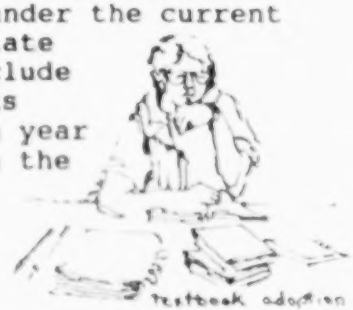
This is the legal basis for both the mandated election study which occurs every two years and for the requirement of United States History for high school graduation.

Another example is Indiana Code 20-10.1-4-2:

> Constitution-Interdisciplinary Courses. Each public and nonpublic high school shall provide a required course, of not less than one (1) year of school work, in the historical, political, civic, sociological, economic, and philosophical aspects of the constitutions of Indiana and of the United States. The commission on general education shall prescribe this course and its appropriate outlines; the commission on textbook adoptions shall adopt the necessary textbooks for uniform instruction.
>
> No high school student may receive a diploma unless he has successfully completed this interdisciplinary course. (IC 1971, 20-10.1-4-2, as added by Acts 1975, P.L. 240, Article 1, p. 1289.)

This law is the basis by which the State Board of Education (formerly the Commission on General Education) requires United States Government and one other elective related to citizenship for graduation.

2. Texts. The textbook adoption system was revamped by the 1984 General Assembly. Under the revised system, social studies textbooks are selected every six years from a list adopted by the State Board of Education. Instead of listing a maximum of seven books per category as provided by the old law, under the current law the list may include as many books as the State Board deems satisfactory. Other new changes include provisions that local districts can readopt books currently in use and can submit by May 15th each year a waiver request to adopt a book which is not on the state list. (See also Barth, "Social Studies Textbook Adoption: Rationale, Procedures and Interpretation," in a section that follows.)



3. Certification. The 1984 General Assembly made basic legislative changes which affect certification. First, the law

which mandated a masters degree for renewal of certification was changed. Two optional certification renewal patterns were adopted in rules. If a masters degree is used to renew a license, it must by law include at least 18 semester hours in the applicant's teaching areas. A license may also be renewed by obtaining 6 semester hours of credit every 5 years in the teaching area or in education. In addition, the legislature enacted a requirement that prospective teachers pass a competency test in their teaching field in order to receive initial certification. This test has been given to all applicants for certification since June 30, 1985.

4. State Testing. The 1987 General Assembly established the Indiana statewide testing for educational progress (ISTEP) program as part of Governor Robert Orr's "A Plus Program" of educational legislation. Under the law, ISTEP tests are to be based on educational proficiency statements, defined as "statements developed by the department . . . indicating the skills and knowledge base expected of a student for a particular subject area." (IC 20-10.1-16-1) Social Studies is included in this process by Indiana Code 20-10.1-16-6:

> Educational proficiency statements
>
> (a) The department shall develop educational proficiency statements for the following subject areas:
>
> 1. English/language arts.
> 2. Mathematics.
> 3. Social Studies.
> 4. Science.
> 5. Other subject areas as determined by the department.
>
> (b) The department shall revise and update the educational proficiency statements as needed. (As added by P.L. 390-1987 (ss), Sec. 24.)

Social studies testing was established by the law without a link to statewide achievement standards, in contrast to mathematics and English/language arts. This is found in Indiana Code 20-10.1-17-3:

> Adoption of standards; subject areas for testing
>
> (a) The board shall adopt state achievement standards for mathematics and English/language arts for grades 1 through 8. ISTEP program testing shall be administered in the following subject areas:
>
> 1. English/language arts.
> 2. Mathematics.
> 3. Social studies.
> 4. Science.

These laws established the first statewide social studies testing in Indiana's educational history.

Rules Related to Social Studies

Rules are adopted through a process called promulgation. After filing legal notices of proposed changes and hearings, the State Board of Education can adopt rules subject to review by the Attorney General and the Governor's signature.

The State Board of Education was itself reorganized according to legislation taking effect on July 1, 1984. Since then, the State Board of Education has been composed of 10 members appointed by the Governor and chaired by the elected State Superintendent as the eleventh member.

By tradition, the General Assembly in Indiana has left the bulk of educational policy-making to the State Board of Education. Because of this, the real framework for social studies teaching is affected more by the rules and decisions of the State Board than by those of the legislature. These rules are often confused with laws. While they are technically not laws, they are viewed as having the force of law. This is because schools which do not follow State Board rules can be decommissioned by the State Board.

Rules of the State Board--sometimes called Indiana Administrative Code or IAC--directly influence the social studies program in the following areas:

1. Graduation Requirements--Of the minimum of 38 credits required for graduation, 22 are mandated in specific subjects. Four credits in social studies are required. These are explained in 510 IAC 9-2-3.1, as follows:

> The social studies requirements shall include two (2) credits in U.S. History and two (2) credits in social studies courses relating to citizenship of which one (1) credit is to be in U.S. Government.

These requirements were not altered in the 1984 changes which increased graduation requirements.

2. Approved High School Courses--The titles of all approved courses for Grades 9-12 are established in rules of the State Board. The current list of approved course titles is as follows:

> Africa Studies, Law Education, Anthropology, Modern World Civilizations, Applied Economics, Political Science, Asian Studies, Psychology, Citizenship/Civics, Sociology, Consumer Economics, State and Local Government, Curren

Problems/Issues/Events, Topics in History, Economics, United States Government, Ethnic Studies, United States History, Indiana Studies, Urban Affairs, International Relations, World Geography, Introduction to Social Science, World History/Civilization, Latin American Studies.

3. Minimum Curriculum--According to 510 IAC 4-2-5, Section 5,4,6, the minimum curriculum for any high school must include eight social studies credits offered by the school, with a minimum of four offered each year.

4. The ISTEP Program--The 1987 ISTEP laws described above were implemented through rules such as 511 IAC 5-2-1, which set the starting date for supplementary tests in science and social studies to be the 1988-89 school year and which prescribes testing in both subjects for grades 2, 6, 8, and 11. ISTEP testing replaced local district testing required by 510 IAC 4-2-1, Section 1,C,7, which had been instituted in 1978.

5. Time Allocation--In Section 2 of 510 IAC 4-2-3, established July 1, 1985, allocations of instructional time in social studies are stated in terms of weekly minimums. A minimum of 150 minutes per week is to be allocated for social studies instruction in grades one through four. In grades five and six, the weekly minimum is 225 minutes. In junior high (grades seven and eight) the minimum is 200 minutes. In both elementary and junior high, the social studies/citizenship curriculum is to "provide a balanced study of history, geography, economics, world cultures, law and citizenship responsibilities in a democratic society."

Guidelines Related to Social Studies

Guidelines are advisory suggestions prepared by the staff of the Indiana Department of Education. They are not mandated but are generally observed by local districts because they provide welcome guidance to social studies educators in resolving curriculum questions not addressed in laws or rules.

Guidelines can be divided into two types. Some department documents, such as social studies proficiencies and course descriptions, are reviewed and accepted by the State Board but are not encoded into rules. Other department documents such as Teaching About Elections in Indiana are offered to schools on a voluntary basis as useful supplementary publications.

Proficiencies. The social studies proficiencies called for in the 1987 law were presented to the field in June, 1987. The proficiencies for social studies were unique among the subject areas in that specific grade-by-grade objectives were included,

instead of objectives for primary, intermediate, junior high and high school levels. The proficiencies provide the basis for the state test in grades 3, 6, 8, and 11. They remain the single most useful source available to social studies educators for curriculum planning.

Course Descriptions. For each approved high school course title referred to in rules, the department has prepared a course description, such as the following for Economics:

> 130-24 Economics
>
> Economics should include a study of the allocation of scarce resources and their alternative uses for satisfying human needs. This course should examine basic models of decision making at various levels and in different areas including: decisions made as a consumer, producer, and voter; business decisions to maximize profits; and public policy decisions in specific markets dealing with output, employment, and prices in the national economy.

Course descriptions are accepted by the State Board, but are not encoded into rules.

Textbook Adoption Categories. In the year preceding a social studies textbook adoption, category descriptions are written and approved by the State Board which let textbook publishers know the nature of each course for which textbooks will be adopted. For the first time in the 1990 textbook adoption, the category descriptors were directly correlated with the previously established course descriptions.

Other Supplementary Materials. Over the past two decades, the Indiana Department of Education has published and distributed many curriculum supplements to be used on a voluntary basis. These include Indiana in the World (1978-1981), Teaching Social Studies to Gifted Students (1981), and Teaching about Elections in Indiana (1984 and 1988). Publications of this type provide many useful advisory guidelines.

Summary

The confusing array of agencies and statements which guide the teaching of social studies in Indiana can best be understood by cultivating a clear grasp of the framework of laws, rules, and guidelines prepared at the state level. Perhaps the most important and least understood influence on the social studies curriculum is the rule-making procedure. To fully understand the context for teaching social studies in Indiana and the possibilities for curriculum improvement, it is vital that citizens grasp the distinctions among and implications of laws, rules, and guidelines.

THE MEANING OF SOCIAL STUDIES IN INDIANA: DEFINITION, RATIONALE, AND GOAL

James L. Barth
Purdue University

An introduction to social studies in Indiana should include how that school subject field is conceived by educators and state legislators. Of course, each state in the Union conceives its own social studies program, and for this reason each state social studies program varies from all other state programs. The meaning of social studies is interpreted in Indiana by the state legislature, the state Board of Education and the state Department of Education. (The specific laws, rules and guidelines for teaching social studies in Indiana will be treated in a following section.)

The first task is understanding the state's interpretation of social studies. The second task will be to note the national development of the field and how Indiana's program has become part of social studies as an educational reform. Indiana's interpretation starts with a definition. The definition is:

DEFINITION

Social studies is a basic subject of the K-12 curriculum that (1) derives goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world; (2) draws its content primarily from history, geography, the social sciences, and, in some respects, from the humanities and science; and (3) is taught in ways that reflect an awareness of the personal, social, and cultural experiences and development levels of learners.

Rationale

That definition is interpreted by a rationale which states:

The social studies curriculum should provide preparation for and practice of lifelong citizenship skills. For this reason, a definition of social studies which is based on the nature of citizenship in a democratic society must necessarily develop skills for critical thinking, decision making and participation. In a democratic society, citizens of all ages must make decisions that affect themselves, their families, their communities, their nation, and the world. The primary goal of social studies education, therefore, should be to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly. Responsible decision making requires practicing the skills of acquiring, evaluating, and using information for the purpose of identifying alternative courses of action and predicting their possible consequences. An effort to choose among alternative actions and their consequences must take human needs and values into consideration. Through the actual practice of these skills throughout the K-12 social studies curriculum,

students develop the desire and commitment to involve themselves in the democratic process.

Then from the definition and rationale the goal of social studies in Indiana becomes:

GOAL

The goal of social studies education is the development of responsible citizenship based upon thinking and decision making skills which allow students to:

A. gain knowledge;
B. process information;
C. consider the importance of values and beliefs;
D. actively participate as citizens of a democracy.

Gaining knowledge implies not just the acquiring of facts and information, but knowing where and how to find information and how to accurately record information (research and study skills). Students who are able to gain knowledge do not just passively receive information. They actively seek out data and ideas from a variety of sources.

The processing of information means the interpretation and application of knowledge to life situations. Students who are able to process information are able to communicate data and ideas in various forms. They are able to explain the relationships between factors and to use data to find solutions to problems. They are able to separate complex ideas or bodies of information into component parts and to identify organizational principles. They are able to combine ideas and information to create something that is new--a plan, a presentation, a solution--and to communicate these insights to others.

Ultimately, the development of thinking and decision making skills should inform responsible social participation. The consideration of values and beliefs is essential to the decision making process. This means that students should be able to evaluate information and to make judgments. They should be able to weigh the consequences of alternative solutions and courses of action and to make choices or decisions.

By necessity, the making of choices and decisions takes place in a social context. Responsible citizens must realize how their decisions and actions affect other individuals and the general welfare. Responsible citizenship involves gathering information, thinking critically and exercising judgement regarding social and political issues. In order for students to develop citizenship skills, they must be provided with opportunities to practice and participate in the democratic process in ways that are suitable for their ages and levels of development. Through such participation, students will not only acquire citizenship skills but develop the commitment to apply those skills in making civic decisions.

Finally, from the definition, rationale, and goal emerge nine foundation proficiency statements that identify the general objectives which teachers should try to achieve in their social studies instruction.

To achieve the goal of citizenship education, students in Indiana schools will be provided learning experiences in social studies which allow them to:

Foundation Proficiency Statements

1. assess how the people, events, and decisions of the past influence the present and future.

2. describe the geographical patterns and interrelationships of the major physical and cultural features on the earth's surface.

3. analyze past and present political structures in order to make rational choices as participating citizens in a democratic society.

4. analyze the interaction of people and institutions in economic systems.

5. investigate a range of world nations and cultures in terms of their diversity, commonalities, and interrelationships.

6. examine the patterns and interactions of individual and group behavior.

7. analyze current issues and hypothesize about their impact upon the present and the future.

8. draw conclusions or make decisions based on relevant data derived from a variety of sources.

9. develop a reasoned commitment to those civic values needed to function responsibly in a democratic society.

Though these statements provide a foundation for thinking about how to teach social studies, they still remain general guides. Each grade level in Indiana also has specific grade level proficiencies. Those statements, written as objectives, provide a specific guide to the teaching of social studies. To achieve an understanding of how social studies should be presented at each grade level, you are encouraged to read the state "Social Studies Proficiency Guide" where these statements are presented.

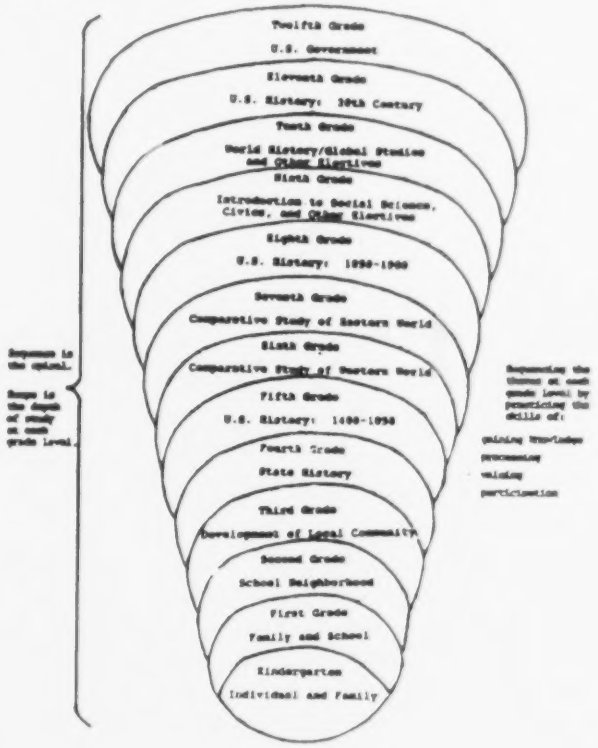
The definition, rationale, goal, and foundation proficiency statements are admittedly complex and perhaps difficult to keep in mind. Nevertheless, they are discussed here because social studies in Indiana does have an established meaning. In short, the meaning of social studies is rather clearly identified, and a social studies classroom teacher should be familiar with that meaning.

INDIANA'S SCOPE AND SEQUENCE

Indiana has a recommended social studies curriculum that is called a scope and sequence. The sequence follows an expanding horizons approach to curriculum organization. What is important is that as students move through the grades, they gain further experience and their horizons expand. The following section, "Indiana's Social Studies K-12 Curriculum," will specifically note themes, skills and attitudes that students ought to develop at each grade level. Those themes are organized in a scope and sequence.

SEQUENCING is progressing from themes that are near at hand, concrete experiences, to those that are abstract experiences for the purpose of expanding the environment. For example, in the first grade the theme is family and school (a personal concrete experience). In second grade the theme is school and neighborhood. In brief, the child's environment has expanded from family to include in second grade the school and neighborhood. This does not mean that the theme of family has been forgotten, but two additional themes have been added, and students study the relationship between family, school and neighborhood. Sequencing is spiraling the themes from kindergarten (individual and family, concrete and personal) up to twelfth grade United States government which tends to be abstract and removed from personal experience.

SCOPE is the development of a theme and depth of study undertaken on each theme at a particular grade level. How deep or extensive should the study be of the family, the school, the neighborhood, or the U.S. government? See the illustration of the spiraling social studies curriculum and the expanding scope of themes at the right.



Indiana's meaning of social studies, however, is closely tied to the national development of social studies over the past century as an educational reform. Understanding social studies as an educational reform should help clarify how social studies has developed in Indiana.

What Is Social Studies?

The field of social studies was conceived a bit after the turn of the twentieth century as a school curriculum from kindergarten to the twelfth grade that would deal primarily with citizenship education. Those who consider themselves social studies teachers might generally believe the following: (1) social studies is preparation for citizenship, (2) the content to be studied should be concepts and themes that reflect on social/personal issues, (3) the content should be interdisciplinary and integrated throughout the social studies curriculum, and (4) the practice of the process of decision making is the guide to classroom instruction. How did social studies teachers arrive at these four beliefs? Imagine the period in American history at the end of the 1800s and beginning of the twentieth century. The country had just passed through a metamorphosis--everything was changing and the country was no longer the rural, agrarian society of the founding fathers of the 19th century.

Social Studies: The Subject About Change

When the United States was emerging as a technological society, those who would look into the future asked the question, "How do we teach citizens to control the chaos brought on by rapid change? In short, how can democracy work if there is chaotic change?" The more rapid the change, the greater the chaos. "How do we in a technological society empower the American citizens to make effective, critical decisions? How do American citizens learn to control their lives when they are in a constant state of change?" The social studies curriculum was to be the school subject that focused on change with the aim of practicing decision making citizenship skills as one means of taking control of life.

Social Studies as an Educational Reform

The social studies as an educational reform was a powerful new idea at the beginning of the twentieth century. That idea was rather simple: citizens could learn to control their own lives (think for themselves) by practicing the skills of gathering knowledge, reasoning, valuing, and participating. The practice of citizenship skills was not new, but that the skill would be formally practiced as part of a school curriculum was new. In the beginning, as suggested above, social studies was created as a reform movement in response to a changing society

where persistent social, political, and economic problems were causing instability and chaos. Immigration of what was then considered undesirables and also the traumatic experience of World War I contributed to the chaos helping to create an environment for educational reform. Social studies was simply a suggested change in the school's approach to citizenship education.

Traditionally citizenship education was taught by example in rural, Jeffersonian, small town America, where in the one room schoolhouse of the late 1880s the subjects of history, civics, and geography were taught separately for the purpose of citizenship indoctrination. There was no intent to practice citizenship skills in an integrated school curriculum. Practicing citizenship skills was left to the family and community. The schools' citizenship purpose was to Americanize all citizens through the melting pot called the public school. But times have changed. Suppose the family was fractured and the community became a large, impersonal, urban sprawl, what agency would pick up the responsibility to practice citizenship skills? Of course, the school would try to replace the lost family and community. Social studies was to become the trainer of citizens.

Education to Control Change and Crisis: The Foundations of Social Studies

In the early twentieth century social scientists, educators, and social workers envisioned citizenship curriculum that would educate all the children about how to control their urban interdependence, in short, how to live effectively in an ever more complex, difficult, chaotic world. Educators reasoned that social problems should not be left to chance which is what would happen if both family and community ceased to function. Students had to practice in school thinking about social issues and learn how to participate. The school social studies curriculum was to deal with questions about the quality of one's life. The practice of decision making skills determined one's quality of life. In other words, living an effective life meant making effective decisions. In summary, social studies was educational reform founded on a vision of a rapidly changing, interdependent, democratic, and problem-laden crisis society that required some systematic rational thought process that would provide general training in the skill of citizenship education.

What did the social studies educational reform mean by decision making? In fact, decision making is complex, and teachers have different interpretations of how schools should promote the practice of decision making. The national professional organization for social studies teachers, the National Council for the Social Studies, in a attempt to bring some consensus to the field, has suggested a set of curriculum guidelines. These guidelines translate the larger goal of citizenship into four skill objectives. According to the guidelines, all social studies instruction should include

practice of the four skills at each grade level. It is the practice of these skills that provides an integrated, consistent approach to citizenship education throughout a social studies curriculum. The four following skills are those a citizen would use to integrate information and reasoning to make citizenship decisions, and, of course, they are the thinking skills proposed by Indiana's meaning of social studies.

1. The skills to gain knowledge about human conditions which includes past, present, and future.
2. Acquire skills necessary to process information.
3. Develop skills to examine values and beliefs.
4. Apply knowledge through active participation in society.

What should be the end product of gaining knowledge, processing information, examining values in a democratic society?--using those skills to participate in the decision making that is basic to a democratic system.

Summary/Conclusion

In summary, the reform beliefs of the social studies movement flow from recognition that the United States is a pluralistic, self-governing society in which conflict and change are realities. The accelerated pace of technological change and deepening social problems led some educators to believe that future citizens needed formal school citizenship training in the skills of self-government. Those skills were not practiced during formal education in the 1800s but were imparted by the rural family and community. At the beginning of the 20th century the traditional collection of courses in government, history, and geography, which were taught in a linear, chronological, structure function approach to shape right values and behavior, gave way, in part, to an educational reform. Those believing in the reform proposed a new field of study which became social studies, a school subject that was to replace in the urban 20th century the lost family and community social system. That field emphasized the following beliefs: (1) an interdisciplinary integration approach to identifying and organizing social science and humanities concepts with the intent of (2) practicing citizenship skills including decision making on (3) contemporary social problems and issues organized in a K-12 scope and sequence.

What conclusions could be drawn about the beliefs that support the reform? First, the goal of social studies is preparation for citizenship and involves an integration of concepts in a spiraling scope and sequence taken largely from the humanities and the social sciences. Second, the national professional organization for social studies teachers, the National Council for the Social Studies, proposed that one way to integrate social studies in a scope and sequence was to apply the four skill objectives: (1) gaining knowledge, (2) processing information, (3) clarifying values, and (4) engaging in active

participation in community service. In short, citizenship is not so much a definition as it is a set of four skill objectives which, if followed, would prepare students to function as self-governing, decision making citizens.

The field of social studies is changing and emerging as are all other subject fields. Simply, social studies was created to prepare citizens for a changing, complex, chaotic twentieth century. The social studies practiced in today's classroom is not necessarily an example of beliefs envisioned as a reform at the turn of the century. Practicing the skill objectives is not yet standard practice in most Indiana social studies classes.

The meaning of social studies in Indiana clearly follows the educational reforms that have evolved nationwide over the past eighty years. The definition and rationale identify the goal of social studies as citizenship that should be practiced in a K-12 curriculum with the intent of preparing citizens who are critical thinkers and decision making participants in a democratic society. The foundation proficiency statements suggest the learning experiences required of students in Indiana schools. The specific grade level objectives clearly identify what should be achieved in Indiana social studies classrooms. You now should know, having read this introduction, that social studies in Indiana has a definite form and substance, that the state has a program in mind, an expanding horizons scope and sequence curriculum. You ought to be knowledgeable about that program as you prepare to teach in Indiana classrooms. We turn now to a description of each course in Indiana's social studies curriculum.

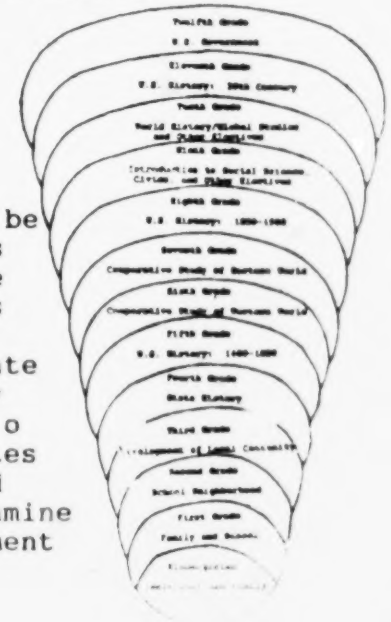
INDIANA'S RECOMMENDED SOCIAL STUDIES CURRICULUM

Mary Fortney
Indiana Department of Education

Indiana's recommended social studies curriculum, as presented in the section on "The Meaning of Social Studies in Indiana," is an integrated, interdisciplinary approach to teaching social studies content with the goal of developing thinking and decision making skills for responsible citizenship. The scope and sequence at each grade level reflect the position that thinking skills are best practiced systematically throughout the subject areas of the curriculum. In this way, students develop the ability to transfer thinking skills to other subjects in school and to life situations outside of school.[1]

The curriculum is intended to correspond to the "expanding horizons" approach which uses the child's environment and experiences as the starting point for learning about the larger world. However, the expanding horizons approach should not limit teachers to a narrow view of the individual, family, school, neighborhood, community, state, nation, and world. Students at all levels should know that the world is a set of interrelated systems rather than separate and unrelated "chunks" of territory. This point has been well stated by the National Council for the Social Studies Task Force on Scope and Sequence:

> The purpose of extending content outward, away from a self-concentric focus, is to illustrate how people of different areas depend on each other; how people are a part of interlocking networks that sustain the life of modern societies. . . .[2]



The expanding horizons approach is also intended to spiral upward, as well as outward, so that topics, themes, concepts, and skills are introduced and reinforced at more complex levels across the K-12 social studies curriculum. Students in grades K-3, for example, can be provided with opportunities to interact in ways that help them understand that individuals have both rights and responsibilities and fair rules are needed in the classroom so everyone has a chance to learn. While fifth graders participate in activities which help them to develop skills in cooperation and consensus building, they also develop an understanding of how the United States Constitution defines the role of government and protects individual rights. Older students examine the fundamental ideas of constitutional government

in more depth as they participate in the gathering and analysis of data, engage in questioning and debate of social and political issues, make reasoned decisions, participate in civic activities and take responsibility for their actions. In this way, the social studies curriculum introduces students to the principles of constitutional democracy at increasing degrees of complexity as it provides opportunities for practice of skills of citizenship.

Research Report

In general terms, research in children's developmental stages suggests that younger children benefit from instruction that provides opportunities for concrete experience, direct observation, and actual manipulation of materials. Older children may be ready to practice dealing with cause and effect relationships and the consideration of alternative solutions to problems and their possible consequences. Students in secondary classrooms should be ready to consider more abstract and complex concepts and relationships.

CONCRETE

Practicing Citizenship Skills

Children do not automatically learn the skills of thinking/decision making and social participation unless they have had opportunities for firsthand, concrete experience at home or at school. Readiness skills in thinking and civic decision making must be taught systematically beginning in the early grades in order for children to demonstrate ability in their use at the end of an instructional program. This may mean providing background instruction in simple comparison classification, verbal and spatial relationships, oral expression, and small group interaction and cooperation. Students should also be given the opportunity to reflect upon their own thinking approaches and strategies and how they might be different from those of others.

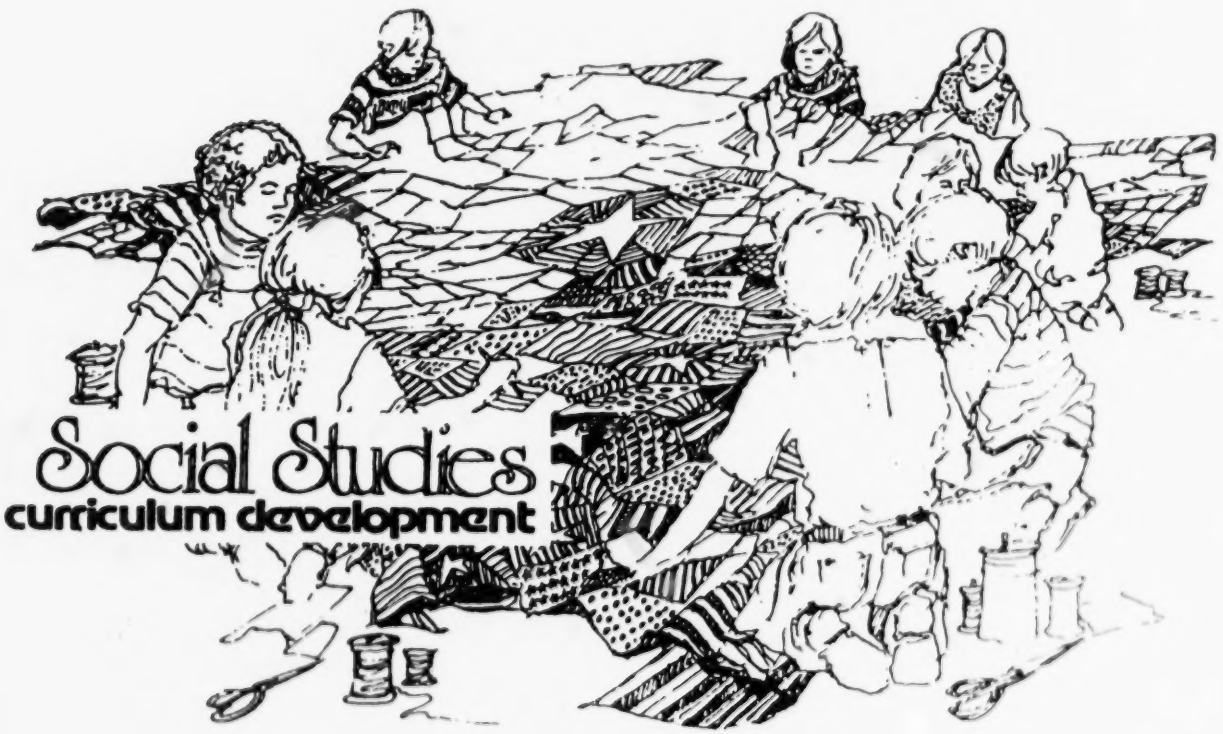
Evaluation of both Content and Process

Evaluation of student progress in thinking, decision making, and social participation is often not easily measured by paper and pencil tests. In addition to traditional testing

methods, alternatives which might be used include observation, evaluation of student products and group work, peer evaluation, and student evaluation of themselves. Information gained in this way can be used to continue the improvement of instruction.

The Best Social Studies Curriculum Meets Needs of the Individual

In individual terms, however, each child represents a different set of prior experiences, interests, attitudes, readiness for learning, and learning style or styles. While the social studies curriculum serves as a guide for instructional planning and the course descriptions provide topics, themes and general objectives, it is the classroom teacher who knows the needs of individual learners best. The following course descriptions have been developed by a team of social studies educators and have been approved by the Indiana State Board of Education. They are intended to be used along with the Social Studies Proficiency Guide in planning local social studies curriculum.



GRADES K-8: ELEMENTARY AND JUNIOR HIGH/MIDDLE SCHOOL COURSE/GRADE LEVEL DESCRIPTIONS

Kindergarten

The goal of social studies education is the development of thinking and decision making skills for responsible citizenship in a democratic society. Children begin to develop these skills at the Kindergarten level by exploring their relationship with the immediate environment of school and the family. This is also the time they begin to develop an understanding of time and space relationships. Kindergarten students should be introduced to examples of diversity and change in their surroundings and should be learning to describe a sequence of events in a day at home and at school. They should become familiar with geographic relationships such as location (here, there, over, under), direction (up, down), size, (big, little), and shape. Children should be given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in Kindergarten should have the opportunity to manipulate a variety of media as means of gathering and organizing information. They should have the opportunity to learn through play and participation in large and small groups as well as through individual learning activities.

First Grade

At the first grade level, students should be given the opportunity to develop thinking and decision making skills through participation as members of their family, school, and neighborhood. They should be able to identify events and changes taking place in the school and local community and classify events as taking place "today," "yesterday," and "long ago." They should explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as models of the earth. First grade students should have opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in Grade 1 should be able to explain why rules are needed in groups and apply rules to different group situations. They should have opportunities to practice citizenship skills through participation in a variety of group activities.

Second Grade

Students in second grade should be able to apply thinking and decision making skills within the context of the school and neighborhood. Students should be able to examine events and changes that are taking place in the school, neighborhood, and community and imagine changes that might take place in the future. Students should be able to identify local landforms and bodies of water. They should explore geographic relationships by making simple maps of the school and neighborhood. Students should be able to demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide goods and services, as well as for emotional needs. Students should identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classroom rules. They should have the opportunity to manipulate a variety of means for gathering and organizing information.

Third Grade

Third grade students should gain knowledge and process information about their local community from a variety of resources. They should identify important historical events, places, and persons from the past and make connections with their present community. Following an orientation to their own community--its geographic location, human and material resources, major work and services, basic beliefs and values--students should begin to generalize their understanding of other communities in the state and the world through simple comparative studies. Third graders' understanding of history should be built upon by emphasizing continuity and change rather than dates and events. Concepts of time and space should unfold through such direct experiences as historic role-playing, interviews, study trips, and the construction of simple maps and charts. Through group work and projects, students should increase communication and decision making skills and build value concepts relating to responsible community citizenship. Skills to receive special emphasis include: using cardinal and intermediate directions and common map symbols; locating their community, major land and waterforms, and reference points on maps and globes; making simple generalizations about change (past and future) and the influence of geographic location; giving examples of the role of work, and how people make choices about economic wants and needs; giving examples of the diversity of goods and services; exploring the

heritage of their own and selected communities; and demonstrating responsible decision making and citizenship skills.

Fourth Grade

Fourth grade students should have the opportunity to apply their growing academic skills to an exploration of Indiana and its relationship with regional, national, and world communities. Fourth grade students are beginning to develop a more definite concept of time and can begin to deal with cause and effect relations and decision making processes, such as identifying problems and considering alternative solutions and their consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and in hands-on activities, such as collecting and examining primary documents and artifacts, making models and maps, talking with community resource persons, and visiting historic sites and buildings.

Fourth grade students should be able to identify key events, places, and people which have shaped their state and region. They should be able to explain how changes have affected people and communities. They should identify major landforms, waterforms, and resources and explain how they have influenced state and regional development. They should be able to describe the basic structure of state government and explain its purpose. They should have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage.

Students should also develop proficiency in working cooperatively in groups to collect data from a variety of sources, to draw simple conclusions, and organize data using graphs, charts, maps, and simple time lines.

Fifth Grade

At the fifth grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in and ability to gather and organize data should enable them to explore the physical and cultural characteristics of the United States and its neighbors.

Fifth grade students learn best when flexibly grouped for work and sharing so that they can express their opinions and become actively involved in "how to" demonstrations. Their natural interest in science, biography, and travel set the stage for experiences

involving maps, realia collections, simulations, educational games, group planned projects, first-person presentations, and school/community experiences. Fifth graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis should be placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of sources. Students should also be able to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Additional proficiencies to be taught include: analyzing maps, globes and charts; creating and interpreting graphs; identifying relationships; debating issues; posing alternative actions; and developing critical thinking and independent study skills.

Sixth Grade – Global Studies: Western Cultures

In the sixth grade students should compare the history, geography, government, economic systems, current issues, and cultures of the western world with an emphasis on Western Europe; North, South, and Central America; Australia and New Zealand. Instructional programs for sixth grade students should include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas and generalizations. Opportunities to develop skills should include the use of variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and tolerance of others.

Seventh Grade – Global Studies: Eastern Cultures

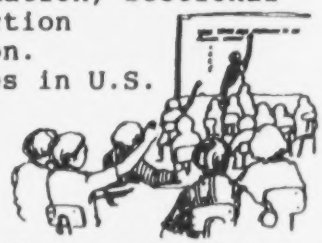
In the seventh grade students should compare the history, geography, government, economic systems, current issues, and cultures of Asia, Africa, USSR, and Eastern Europe. Learning experiences for seventh grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies should provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills should include reading and interpreting maps, graphs, and charts. Decision making and problem-solving activities should include

identifying problems, issues and questions; information gathering; hypothesizing; and evaluating alternative solutions and actions.

Eighth Grade – United States History: Development and Growth

Eighth grade United States History should emphasize the interaction of historical events and geographic, social, and economic influences on national development prior to the 20th century.

Special attention should be given to Native American cultures and the pre-Columbian period; colonial, revolutionary, and constitutional issues; early national formation; sectional divisions leading to the Civil War; Reconstruction industrialization, urbanization and immigration. Students should examine major themes and issues in U.S. history prior to 1900 and explore their relationship to modern issues and current events. (For example, anti-war movements in different periods in U.S. history, the influence of inventions and economic innovations, etc.) Eighth grade students should have the opportunity to experience a variety of teaching and learning strategies. Students should practice critical thinking and inquiry/research skills by learning to use the media center and community resources to identify, evaluate, and use appropriate data and reference information. Finally, students should demonstrate through their studies a commitment to the rights and responsibilities of citizenship in a democratic society.



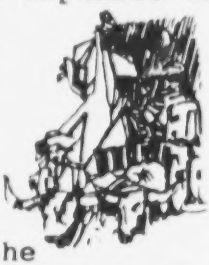
GRADES 9–12: HIGH SCHOOL SOCIAL STUDIES COURSE DESCRIPTIONS

At present the state of Indiana requires for graduation from an accredited high school four semesters of social studies. The requirements include two semesters in U.S. history and two semesters in social studies courses related to citizenship of which one semester is to be in U.S. government.

United States History: The 20th Century

United States History is a two semester course which should build upon concepts developed in previous studies of American history. In this course, students should be given the opportunity to identify and review significant events and

movements in the early development of the nation. After providing such a review, the course should give major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late 19th and 20th centuries. A topical or comparative approach can be used in developing certain themes from America's past as they relate to life in Indiana and the United States today.



Students should demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students should be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities should be given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues should include an analysis of the importance of cultural pluralism and diversity of opinion in American society. Students should be able to exercise their skills as citizens in a democratic society by engaging in problem-solving and civic decision making in the classroom, school, and community settings.

United States Government

The goal of social studies education is the development of responsible citizenship based upon thinking and decision making skills which allow students to gain knowledge, process information, consider the importance of values and beliefs, and actively participate in a democratic society. The study of United States government should help students comprehend and gain an appreciation of political origins and their evolution into contemporary political and legal forms.

In order to make effective political decisions, students must learn how to behave politically and must be able to comprehend the nature, location, and extent of political power and authority. A high sense of efficacy and the ability to demonstrate a commitment to active and responsible citizenship necessitates that students are able to characterize the constitutional structure and process of the legislative, executive, and judicial branches of the national, state, and local levels of government. Students must also be able to characterize different political systems and the role that government plays in the economy.

The student as effective citizen must also learn to analyze current political issues and to hypothesize about their impact upon the present and future. The student must learn that

responsible citizenship requires that each citizen make decisions and draw conclusions that are based on relevant data and on a variety of primary and secondary sources. The student must also learn that the development of effective inquiry skills undergirds a vital democratic society.

The following course descriptions are of elective courses which are approved by the State Board of Education, any one of which courses may be taken to satisfy the state requirement for a one semester citizenship course.

African Studies

African Studies should give students an understanding of and appreciation for the diverse peoples, cultures, and economic systems of the African Continent. The course should examine the early kingdoms and cities of Africa; early trade routes with Europe and the East; the colonization of Africa by European countries; African influence in the United States; the establishment of independent nations in Africa; and contemporary traditions, literature, art, and other cultural aspects.

Anthropology

Anthropology should broaden students' perspectives concerning life styles or patterns of culture among people. The study should introduce the anthropologists' processes of observing and analyzing human behavior. Topics should include: theories and principles of culture formation, growth, functioning and change; the relationship of culture to environment; and the relationship between cultural background and behavior.

Applied Economics

Applied Economics should investigate the specific economic effect of market forces and government policies on individuals and the major institutional groups such as business and labor in the economy. Special attention should be given to economic concepts and principles used by consumers, producers, and voters. Learning experiences such as projects, field trips, or computer applications are strongly encouraged as ways to demonstrate practical applications of economic concepts.

Asian Studies

Asian Studies should provide insight into the diverse peoples and cultures of Asia. It should offer opportunities to study aspects of culture in one or more of the Asian countries. Attention should be given to religions, traditions, art, literature, and the development of social, economic, and political institutions. Examination of contemporary Asian societies and the interaction of Asia with the United States should be components of this course.

Citizenship/Civics

Citizenship/Civics should be an overview designed to help students become independent thinkers and conscientious citizens. The course should deal with political behavior which students and citizens consider to be relevant to the most pressing issues of the day. The course should provide students with experiences which will develop citizenship attitudes within a framework of democratic society. Topics should include the process of policymaking; methods of public participation in policymaking, citizenship rights, and responsibilities in a changing society; and the relationship between modern society and government. The study of local government should be a component of this course.

Consumer Economics

Consumer Economics should provide the concepts and analytical tools necessary for understanding the functioning of the economic, political, and social systems and the ways in which they affect and are affected by the individual, the family, and other groups. Opportunities should be provided to acquire consumer management and decision making tools in order to understand the responsibilities and rights of individuals as consumers, producers, and citizens. Consumer Economics should help students to develop individual decision making skills applicable to such areas as budgeting, saving and investing, shopping, choosing a job, and being an effective citizen. The course should provide experience in using the communication processes among consumers, producers, governments, and other information sources. As a result, students should be prepared to participate effectively in the marketplace as rational decision makers.

Current Problems/Issues/Events

Current Problems should provide opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students should develop competence in recognizing cause and effect relationships; recognizing fallacies in reasoning and propaganda devices; synthesizing knowledge into useful patterns; stating and testing hypotheses; and generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

Economics

Economics should include a study of the allocation of scarce resources and their alternative uses for satisfying human needs. This course should examine basic models of decision making at various levels and in different areas including: decisions made as a consumer, producer, and voter; business decisions to maximize profits; and public policy decisions in specific markets dealing with output, employment, and prices in the national economy.

Ethnic Studies

Ethnic Studies should provide opportunities to broaden students' perspectives concerning life styles and cultural patterns of various ethnic groups in the United States. The course should either focus on a particular ethnic group or groups, or use a comparative approach to study patterns of cultural development, immigration, and assimilation, as well as the contributions, of two or more groups. Such studies might also include analysis of the political impact of ethnic diversity in the United States.

Indiana Studies

Indiana Studies should be an integrated program comparing and contrasting Indiana's and the nation's development in the areas of politics, economics, and history. The course should utilize Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Students should acquire motivation to participate in political actions concerned citizens. This course should include the study of state and national constitutions, both from an

historical perspective and as a current foundation of government. The examination of individual leaders and their roles in a democratic society should be included.

International Studies

International Studies should provide a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of conflict resolution should be included. This course should examine power, interdependence, global development, and international organizations.

Introduction to Social Science

Introduction to Social Science should develop an understanding of the nature of the social sciences and present the reasons for studying them. This course should involve consideration of the social sciences as the study of humanity; consideration of the reasons for separate fields or disciplines; consideration of the objectives, materials, and methods of each discipline; and the difficulties encountered by the social scientist in applying the scientific method to the study of human life. Content could include group and individual behavior, education, social systems, and the role of the social sciences.

Latin American Studies

Latin American Studies should provide an understanding of and appreciation for the diverse people, cultures, and economic systems of Mexico, Central and South America, and the Caribbean nations. Content should include environmental and historical factors which have influenced the contemporary situation. Topics of study should include pre-Columbian civilizations; European colonial system, and resulting institutions; independent governments; and current issues.

Law Education

Law Education should provide an understanding of the American legal system. Content for this course should be designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change should be included, along with the development of critical thinking and problem-solving skills. Case studies,

field trips, simulations and mock trials should be used in the course whenever feasible.

Modern World Civilizations

Modern World Civilizations should provide an in-depth look at the twentieth century world. It should be a study of different cultures as they exist in the world today, including a comparative analysis of the various types of governmental, economic, and social systems. International relationships should be examined partly from the viewpoint of national interests, including the successes or failures of diplomacy.

Political Science

Political Science should provide for a study of the processes and goals of politics, techniques of government, methods by which decisions are made, and the basis for decision making. It should go beyond the study of governmental structure and functions to include an analysis of such topics as the nature of the American party system, interest groups, public opinion, laws which affect students, reasons laws are changed, due process of law, legal rights, and legal responsibilities. Comparative studies of governmental systems in nations other than the United States might also be included.

Psychology

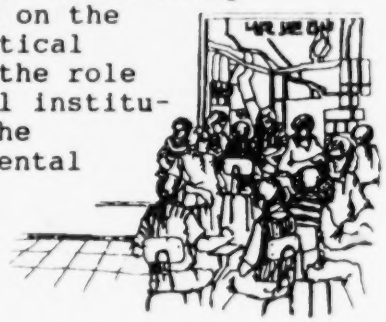
Psychology should provide an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course should include some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human behavior, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others.

Sociology

Sociology should provide an opportunity for students to study group behavior and basic human institutions. Broad areas of content should include the study of institutions found in all societies, such as the family; religions; community organizations; political and social groups; and leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should be included.

State and Local Government

State and Local Government should be a study of the function and organization of state, county, city/town, and township governmental units. Primary focus should be on the major factors and issues in the state's political development. This course should also trace the role and influence of various political and social institutions on a state's political development. The implications of this development for governmental unities should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever feasible.



Topics in History

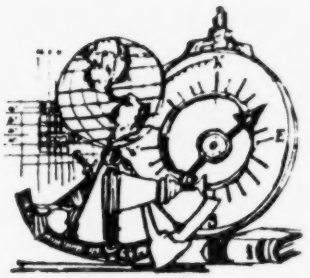
Topics in History should provide students with studies of specific historical eras, events, or concepts. The development of historical research skills using primary and secondary sources should be emphasized. The course should focus on one or more topics or themes related to United States or world history. Examples might include topics such as twentieth century conflict, the American West, history of the United States Constitution, or democracy in history.

Urban Affairs

Urban Affairs should examine the history, organization, processes, and distinctive aspects of urban centers. The rise of modern cities, and an analysis of modern urban problems should be dealt with in the course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision making process, should be emphasized. Data collection skills may be taught in conjunction with the study of this course.

World Geography

World Geography should provide an opportunity to study the interaction of humans and their environment in space and time. The course should help students understand the global patterns of physical and cultural characteristics such as earth-sun relationships, atmospheric and oceanic circulation, landforms,



climate, pollution, transportation and communication, economic linkages, and cultural diffusion. The study of cultural settings should also include political structures, life styles, customs and past events that have influenced or have been influenced by the environment. World Geography should provide the opportunity to study the five basic geographic themes (location, place, relationships within places, movement, and regions) as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies should focus upon the relationships among regions and exemplify important geographic concepts or problems.

World History/Civilization

World History/Civilization should provide for a study of selected world cultures, past and present. Content should provide a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonalty of human experience and behavior. The course should emphasize the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times. Suggested general units are: prehistory, the Middle East, Western Europe, Eastern Europe and the Soviet Union, Asia, Latin America, and Africa. The course may be designed to focus on early world civilizations (including the rise of civilizations in the fertile crescent, Africa, and Asia, and the classical civilizations of Europe, Asia, Africa, and Latin America) or it may be designed to focus on a comparative study of two or more selected societies.

NOTES

1. Most of the introductory remarks are taken from the Indiana Department of Education Social Studies Proficiency Guide, June, 1978. "The purpose of the guide is to assist school administrators, curriclum specialists, and teachers in planning educational programs that systematically provide a climate for thinking, reasoning, and responsible social participation. The guide is intended to suggest long-term goals and objectives while it allows teachers and administrators flexibility in program planning and the opportunity to exercise their own creativity." 9.

2. Social Education (April 1984), 252-253.

SOCIAL STUDIES TEXTBOOK ADOPTION: RATIONALE, PROCEDURES, AND INTERPRETATION

James L. Barth
Purdue University

Introduction

Indiana is one of several states which adopt textbooks on a statewide basis. First, it guarantees that individual school corporations review their curriculum every few years. Second, it prevents a state official and publishers from making secret and dishonest "deals" which are unfair to competitors. Third, it guarantees a reasonably similar curriculum throughout the state. Let us explain each of these.

Updating the Curriculum and Textbooks

While it is obviously the case that teachers in all school corporations (or "districts," which is the term used in most states) should constantly examine their offering in each and every subject field and at all levels, this may not necessarily happen. It is tempting to coast from year to year, making use of the same textbooks until they fall apart or until the materials are obsolete and inaccurate. However, if all corporations in the State of Indiana, through the Department of Education--which is that part of the state government structure assigned to supervise education throughout Indiana--were required to participate in a process of examining texts, there would be less reason to hang on to obsolete or out-of-date curriculum.

Orderly, Rational, and Open Process to Select Texts

Now, what is meant by "prevent state officials and publishers from making secret, dishonest, and unfair deals?" Publishers are often large and economically powerful institutions. They have the resources to treat those persons who purchase texts in a most generous fashion. In the past, in many states, the publishers which managed to persuade text purchasers at either the state or local level to adopt once could often count on orders for many years to come. In effect, the buyers were bribed, competitive book publishers were locked out and an illegal and immoral situation was allowed to continue, often for many years. However, if there is an orderly, rational, and open process by which all publishers who wish may submit their texts to an examining committee every six years, then an illegal and immoral situation could not occur. Indiana has attempted to implement a rational and open process.

Finally, what is meant by the phrase "guaranteeing a reasonably similar curriculum throughout the state"? We must immediately acknowledge that some do not believe that a uniform curriculum is desirable. But most believe that it is important for all corporations throughout Indiana to have an accurate State Board of Education approved course description. If the State Board of Education wishes to do so, it can approve texts which, while they are somewhat different, fit the same approved course description. This then guarantees that there will be a degree of uniformity across corporations and in different parts of the state, thus providing approximately the same course state wide.

For these reasons, then, Indiana employs a state adoption procedure. Let us now see how it works and what it means to you as a teacher.

How Does Statewide Adoption Work?

The state textbook adoption process is complex. Rather than paraphrase the Indiana code, we shall simply reproduce the relevant section, adopted by the Indiana General Assembly and put in force in 1984.

SECTION 1. IC20-19.1-9-1 is amended to read as follows:

(a) The State Board of Education shall adopt textbooks and enter into contracts with publishers to furnish these textbooks at fixed prices. For each subject for which credit is given in the public schools and for each grade the Board shall adopt as many textbooks as it finds are satisfactory. These contracts shall be for a period of six (6) years. The Board in its call for bids may make an exception and exempt a certain textbook category or categories in nonrequired subject matter areas from being bid.

(b) If a textbook

(1) was adopted by the State Board of Education as its last regular adoption of textbooks for that subject, or was adopted by the Board [under section 5 or 6 of this chapter] within the last six (6) years; and

(2) the publisher does not submit a bid proposal for that textbook at the next regular adoption of textbooks for that subject, a school corporation may continue to use that textbook unless the Board finds that the textbook is no longer satisfactory. This subsection does not require a publisher to submit a bid or enter into a contract for the continued sale of such a textbook. A textbook whose continued use is authorized by this subsection may be used for a maximum of six (6) years after the expiration of its original adoption.

SECTION 2. IC20-10.2-9-5 is amended to read as follows: Sec. 5. The State Board of Education may, at any time, make additional adoptions as new textbooks become available or as waivers are granted under section 27 of this chapter. A contract for a textbook that was adopted after regular adoption shall expire at the same time as contracts which were entered into at the regular time for adoptions of textbooks in that subject.

SECTION 3. IC20-10.1-9-6 is amended to read as follows: Sec. 6. Whenever a new subject is to be taught in any grade, the State Board of Education shall, at its next adoption meeting, adopt and contract for textbooks for that subject and grade. A contract entered into under this section shall extend only for the period of time required for its expiration to coincide with the expiration of contracts for other subjects in the same classification.

SECTION 4. IC20-10.1-9-8 is amended to read as follows: Sec. 8. The State Board of Education shall accept sealed bids from publishers who wish to have their textbooks adopted under this chapter. A bid shall state the exact price at which each textbook would be furnished, and every bid shall be accompanied by specimen copies of every textbook proposed and by an affidavit. The bidder shall state in the affidavit that:

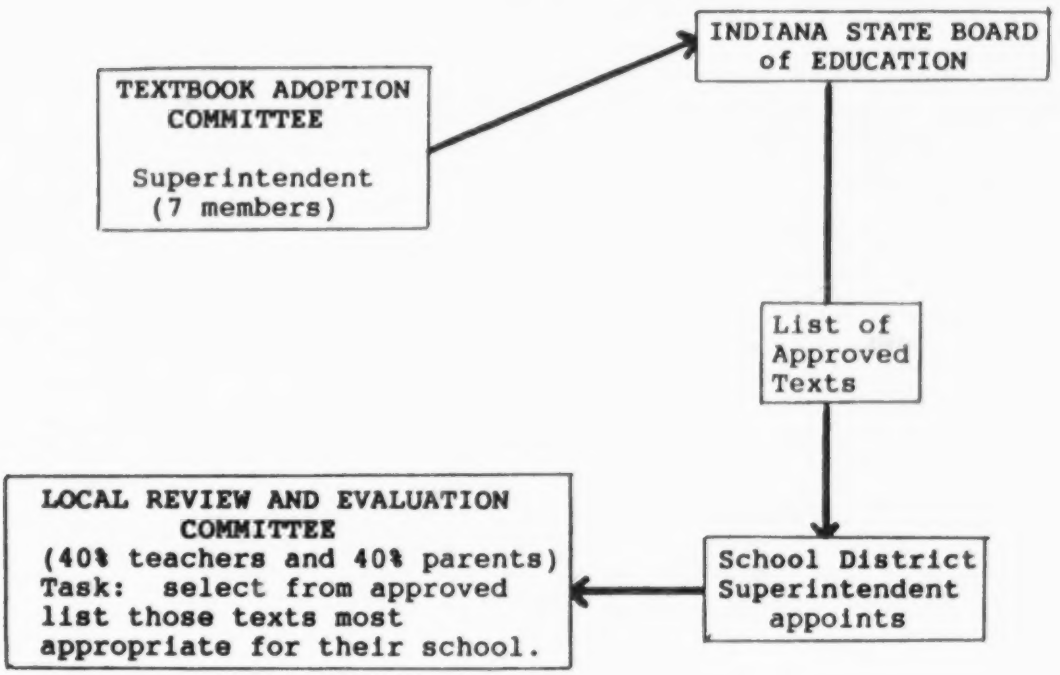
(1) he is not connected in any way with any other publisher bidding at the same time.

In brief, this section first stipulates under what conditions bids by publishers shall be submitted. It states that a contract lasts for six years. It specifies how to handle new subjects introduced into the Indiana curriculum. It stipulates certain conditions designed to make the bid submission process honest and aboveboard. It then details the process by which adopted texts are to be known to the public at large and to school corporations. Finally, it discusses waivers or means by which, for a proper purpose, individual school corporations may be excused from adhering strictly to the requirements.

Procedures for Adopting Textbooks

The procedure begins with the mandate that the State Board shall ". . . fully examine such books as are submitted for approval . . . taking into consideration the amount and quality of materials, subject matter/style of binding, mechanical execution and price." With the advice of the Advisory Committee on Textbook Adoption--a body appointed and chaired by the State Superintendent or his/her designee and containing seven members--the State Board of Education has legal responsibility for adopting

as many textbooks as it finds satisfactory. The titles of these texts are sent to the superintendent of each school system. That superintendent is then obligated to set up a review and evaluation committee of at least 40% teachers and 40% parents. This committee will select from the approved list those texts which in its judgment are most appropriate.


INDIANA STATE BOARD of EDUCATION
TEXTBOOK ADOPTION COMMITTEE
Superintendent (7 members)
List of Approved Texts
School District Superintendent appoints
LOCAL REVIEW AND EVALUATION COMMITTEE
(40% teachers and 40% parents)
Task: select from approved list those texts most appropriate for their school.

What Does This Procedure Mean for Classroom Teachers?

First, this procedure means that every six years teachers and parents may have the opportunity to reconsider materials that have been used in the subjects taught. Second, it means that the local review and evaluation committee is required to purchase materials from the approved adoption lists unless a waiver is filed and approved. Third, it means that there is an obligation to purchase texts at each grade level, from K-12. However, please note that there is considerable flexibility in choosing from among the texts on the approved list. The committee can recommend that the school system purchase one text for each student in every social studies class offered within that system. For example, all students in the fourth grade in a given school corporation would use the same social studies text on Indiana history. And each high school student in U.S. history would have the same American history text. But there are other alternatives.

Multi-Text Adoption: You Are Not Locked Into One Textbook

Suppose teachers from different schools within a given system decide upon three different texts from the list of approved texts. The recommendation from the review and evaluation committee could then be that multi-texts be adopted. In effect, each separate school may make its own choice. It is therefore conceivable that different texts could be available in one school system or indeed one school.

Classroom Set

Let us take a brief look at another alternative. Suppose that there are 150 U.S. history students in a given school. These 150 are divided into six sections of roughly 25 each with each section meeting in the same room at different times of the day. The law requires that the adopted text be available to all students and this would then mean the purchase of approximately 25 copies of an approved text plus five extra copies for emergencies. Thus, the obligation to adopt and purchase a text has been met. But once met, the school is free to purchase any other supplementary social studies materials it wishes. However, the committee's alternatives are not necessarily related to the ones we have just described.

Waivers

There are also opportunities for special programs that may require unusual materials normally not included on an adoption list. Schools may then apply for waivers to use an unadopted textbook or even no text for a specific course.

Other Reasons for Textbook Adoption

Thus, in addition to the three broad reasons for the state adoption which we detailed at the beginning of the section there are three more of what might be called desirable by-products. First, the price of the texts on the approved list will remain as quoted for the length of the six year adoption period. Second, the State of Indiana possesses the legal means of coercing a delinquent school corporation into buying textbooks. Assume for a moment that there is a school corporation in Indiana which neither adopts nor purchases any social studies materials. In other words, they are flouting the law which requires that schools purchase texts for each subject taught in the curriculum. In such an admittedly hypothetical case the state may require the purchase of approved materials, thereby forcing the reluctant

school district to teach a required subject. Third, as you have seen, by requiring an advisory committee at the state level and a review and evaluation committee at the local level, Indiana has diffused decision-making power. That is, instead of delegating the power to adopt texts in a small and secret body, Indiana has declared that it wants public participation.

The rationale and procedures discussed in this section are not by any means definitive or complete. In fact, we must say that interpretations and procedures are changed from time to time by courts and by the General Assembly. If you happen to have a question about any aspect of the textbook adoption procedure, you should contact the following person:

Social Studies Consultant
Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204

Every Citizen Should Have Access

PROFESSIONAL ORGANIZATIONS CAN HELP

Anna Ochoa
Indiana University

Introduction

What does it mean to be a "professional"? At a minimum, professionals are dedicated to take pride in the work they do. They continually search for ways to improve their competence and the quality of service they render. Teachers who are dedicated professionals need to go beyond their immediate classroom. They need to reach out to other professionals for stimulation, ideas, techniques, information, and insights.

Professionalism, however, is a two-way street. While it is important to be helped by a professional organization, it is just as important to be part of and to contribute to the profession. Only a professional organization can help you become a fully functioning professional. For it is in a professional organization that one can share his or her own ideas and help an organization be more responsive to important professional goals.

For social studies educators, the major professional national organization is the National Council for the Social Studies. In the state of Indiana, social studies teachers belong to the Indiana Council for the Social Studies. These two organizations are basic. They help keep you current with developments in the field, allow you to interact with others who share the same interests and concerns and they help you mold your identity as a social studies professional.

Below are organizations and agencies which have been identified as especially useful for social studies teachers.

State Organizations

INDIANA COUNCIL FOR THE SOCIAL STUDIES

Executive Director
2805 East 10th Street, #110
Smith Research Center
Indiana University
Bloomington, IN 47405

The Council promotes continual professional development of social studies teachers K-12 through meetings and publications. Its publications include the International Journal of Social

Education, the official journal, and the periodic newsletter, Viewpoints.

INDIANA DEPARTMENT OF EDUCATION: DIVISION OF CURRICULUM

Social Studies Consultant
Indiana Department of Education
Division of Curriculum
229 State House
Indianapolis, IN 46204

This office provides social studies consulting services to local school districts and social studies departments across the state. It assists with school district curriculum guides and with the interpretation of state laws and regulations. It also assists with state textbook adoption procedures and conducts workshops on social studies topics for teachers.

INDIANA COUNCIL FOR ECONOMIC EDUCATION

Director
Krannert Center
Purdue University
West Lafayette, IN 47907

The Council holds inservice workshops for teachers that focus on the infusion of economic education into the curriculum. The Council has economic education centers across the state of Indiana.

SOCIAL STUDIES DEVELOPMENT CENTER

INDIANA UNIVERSITY

Director
Social Studies Development Center
Smith Research Center
Indiana University
Bloomington, IN 47405

The Social Studies Development Center facilitates citizenship education through curriculum development. It serves as a major linkage between universities and schools by holding conferences and workshops for teachers. In addition, it includes the Mid-American Program for Global Perspective in Education.

EAST ASIAN AREA STUDIES CENTER

Director
Goodbody Hall, Room 346
Indiana University
Bloomington, IN 47405

This Center assists teachers with materials and ideas regarding East Asia through its outreach activities.

INDIANA HISTORICAL SOCIETY

315 West Ohio Street
Indianapolis, IN 46202

The Society's library, with its collection of books, photographs, and maps related to Indiana and the Old Northwest, should be of special interest to teachers. Its publications include the Indiana History Bulletin as well as the Indiana Magazine of History. In addition, it has developed tape recordings to bring Indiana history to the visually impaired.

INDIANA JUNIOR HISTORICAL SOCIETY

Room 409, State Library and Historical Building
140 N. Senate Avenue
Indianapolis, IN 46204

The Society is a federation of school history clubs which are not primarily study groups. Rather, students study history through field trips and projects such as local research and service activities. The Society offers a number of awards.

National Organizations

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, N.W.
Washington, D.C. 20016

The National Council for the Social Studies is the major professional organization for social studies educators. It holds an annual meeting as well as regional and state meetings for social studies teachers at all levels. Its journal, Social Education, is its major publication. In addition it publishes curriculum guidelines, position statements, bulletins on timely topics in the field and research surveys. The NCSS provides a field service program which facilitates the development of state and local councils. In addition, this program assists in the development of curriculum at the local level.

National Council for the Social Studies

NATIONAL COUNCIL OF GEOGRAPHIC EDUCATION

16A Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705

This organization promotes the background and learnings of geography at all levels. Special attention is given to elementary and secondary levels. It holds an annual meeting. In addition, it publishes resource materials that identify audio-visual resources and instructional activities. Its regular publication is the Journal of Geography. In addition, it publishes the "Pacesetter Series" on significant topics in geographic education.

WORLD AFFAIRS COUNCIL OF PHILADELPHIA

Director
Student-Teacher Activities Department
Third Floor Gallery
The John Wanamaker Stores
13th and Market Street
Philadelphia, PA 19107

The Council's purpose is to stimulate student involvement in foreign policy formulation as well as prepare students for responsible roles as citizens and community leaders. Among its publications is INTERdependence and Curriculum Aid designed for secondary teachers which focuses on food and nutrition, peace and disarmament, oceans, etc. Background information, sample questions, audio-visual aids, and classroom activities are part of this publication.

POPULATION REFERENCE BUREAU

Executive Director
1337 Connecticut
Washington, D.C. 20036

The Bureau promotes the infusion of broad population education. Its publications include (1) Intercom, (2) Interchange, Children in the World and others.

OVERSEAS DEVELOPMENT COUNCIL

1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The Council promotes understanding of problems faced by developing countries and the importance of the countries to the

U.S. It conducts workshops and has a range of publications to assist teachers.

WORLD POLICY INSTITUTE

777 United Nations Plaza
New York, New York 10017

The Institute develops curriculum materials on human rights, especially problems of ethnic minorities and economic well being as a world order value. It publishes a curriculum guide on Peace and World Order Studies. A catalog of all publications is available on request.

JOINT COUNCIL ON ECONOMIC EDUCATION

JOINT COUNCIL

1212 Avenue of the Americas
New York, New York 10026

The Council, through its School Service Program, assists school districts in the development of improved economic education programs, K-12. Over 300 school systems belong to the DEEP (Developing Economics Education Programs) network, hence, its publications include a biannual newsletter that presents new ideas and innovations in economic education.

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES

Director
New York State Education Department
99 Washington Avenue
Albany, New York 12230

The Center services teachers in New York State. However, its publications are generally available. These include publications in foreign area studies, pre-collegiate materials on South Asian Studies, and War-Peace Studies.

AMERICAN FORUM

President
45 John Street, Suite 1200
New York, New York 10038

The Forum is a development, research, and consulting agency which facilitates infusion of global perspectives throughout the K-12 curriculum. Its publications have included Intercom--a quarterly for educators who are working with students in grades 9-12. Each issue can be used as a mini-unit or supplement for helping

students understand and cope with global problems facing our interrelated world.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

3514 Wisconsin Avenue, N.W.
Washington, D.C. 20016

This organization promotes desirable programs for children from infancy through early adolescence. Its publications include Children and International Education, Children and Intercultural Education, Learning to Live as Neighbors, and Teaching for Social Values in Social Studies.

THE ASIA SOCIETY

Director
725 Park Avenue
New York, New York 10021

This organization focuses on the improvement of instruction on Asia. Its publications include bibliographic essays and translations from Asian literature for classroom use.

AMERICAN FIELD SERVICE

Intercultural Programs
313 East 43 Street
New York, New York 10017

This organization facilitates international student exchanges as a means of educational improvement. Its target population is secondary students. Its publications include a School Advisor's Handbook (free) and Global Village Conversation.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH

823 United Nations Plaza
New York, New York 10017

The League provides consultation and materials development for grades K-12 in the fields of human relations, human rights, and multicultural education. It has a wide range of useful publications. Catalog available on request.

CENTER FOR TEACHING INTERNATIONAL RELATIONS (CIR)

University of Denver
Graduate School of International Studies
Denver, Colorado 80208

The Center focuses its efforts on the improvement of international and intercultural education. It has a wide range of useful publications. Catalog available on request.

CONSORTIUM ON PEACE, RESEARCH, EDUCATION AND DEVELOPMENT (COPRED)

Kent State University
Center for Peaceful Change
Kent, Ohio 44242

COPRED disseminates resource materials for grades K-12.

CONSTITUTIONAL RIGHTS FOUNDATION

Director
601 South Kingsley Drive
Los Angeles, CA 90025

The Foundation publishes and distributes materials on Constitutional rights for secondary students.

COUNCIL FOR INTERRACIAL BOOKS FOR CHILDREN, INC.

1814 Broadway
New York, New York 10023

The Council seeks to eliminate anti-racist and anti-sexist bias from children's literature and teaching materials. It publishes the Interracial Books for Children Bulletin eight times a year.

MERSHON CENTER

Ohio State University
199 West 10th Avenue
Columbus, Ohio 43201

This Center has developed and disseminated curriculum material. Its Global Education Project for the 7th grade and Columbus and the World are especially notable.

EDUCATION FOR GLOBAL INVOLVEMENT

Illinois World Trade Center
Suite 550
321 N. Clark St.
Chicago, Illinois 60610

This center serves schools and teachers in the greater Chicago area regarding global education.

YOUTH FOR UNDERSTANDING/INTERNATIONAL STUDENT EXCHANGE (YFU)

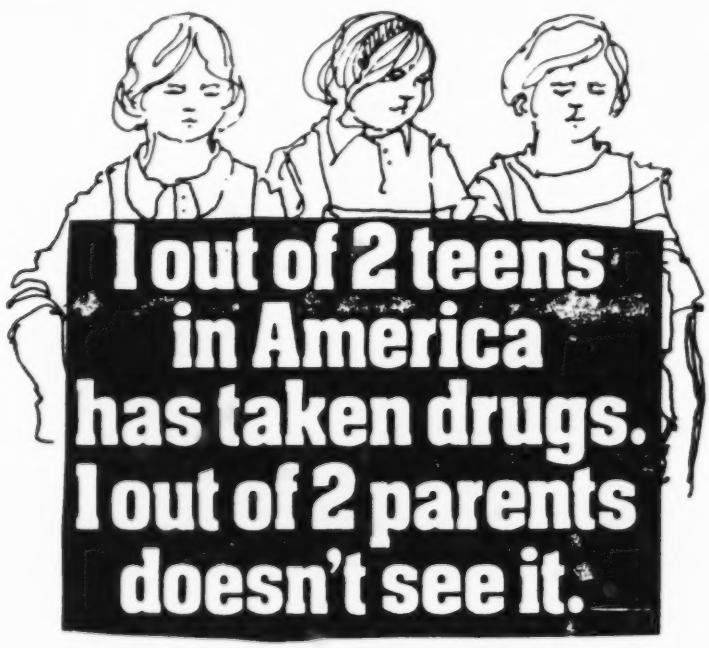
3501 Newark St., N.W.
Washington, D.C. 20016

YFU arranges exchange programs for teenagers throughout the world to come to the U.S. and for American students to go abroad.

FOREIGN POLICY ASSOCIATION

Vice President
205 Lexington Avenue
New York, New York 10016

This organization is devoted to world affairs education. Its "Great Decisions" annual program focuses on eight foreign policy issues and is suitable for classroom use.



RESOURCES FOR THE RESOURCEFUL SOCIAL STUDIES TEACHER

Charles R. DuVall
Indiana University at South Bend

Teachers of social studies are constantly seeking additional resources to enrich their classrooms. In this section we shall describe only a small number of those sources available to the resourceful teacher. While conscious of budgetary constraints, we shall argue that if school districts function as they should, money for supplementary materials ought to be among the highest priorities. In other words, teachers who subscribe to free and inexpensive resources should be limited only by money budgeted for postage and stationery.

First, let us look at the sources of free materials--i.e., curriculum materials sponsored by some private or public organization--in an up-to-date curriculum library. These source catalogs are probably too expensive for the individual teacher to purchase, but the individual school of its school district professional library should keep a current set on hand for the use of the teaching staff. These are usually available in college and university libraries, particularly those that have professional education programs.

Foremost among sources of free materials is the series of guides published by Educators Progress Service, Inc., Randolph, Wisconsin 43956. This series of ten guides can be divided into three basic categories as follows:

First are two guides intended for the general use of teachers without reference to discipline areas. The Elementary Teachers Guide to Free Curriculum Materials lists materials for the use of elementary teachers while the Educators Index of Free Materials is intended for the use of junior high/middle school and senior high school teachers. Both guides list primary printed materials such as pamphlets, books and booklets, maps, charts, and exhibits.

The Educators Guide to Free Films, Educators Guide to Free Filmstrips, and Educators Guide to Free Audio and Video Materials offer the teacher the opportunity to choose from a wide range of audio-visual materials. Most of these materials are borrowed and the borrower pays the return postage. But many cassette tapes and filmstrips are "keepers" and add a great deal of variety to any social studies program. This most recent addition to this series is the Educators Guide to Free Computer Materials.

Finally, there are several "discipline-oriented" guides that offer teachers a wide range of materials from which to choose. The four "discipline" guides are Educators Guide to Free Science Materials, Educators Guide to Free Social Studies Materials,

Educators Guide to Free Health, Physical Education and Recreation Materials, and Educators Guide to Free Guidance Materials. All offer an opportunity for obtaining many materials that have varied application in the social studies. Such materials, therefore, offer a cross-disciplinary approach that can broaden the social studies with useful data on career materials, ecology, and recreation and leisure-time activities.

One word of caution about the Educators Progress series of catalogs: they are shared between and among different volumes. That is, identical listings and descriptions appear in several volumes. If your school is operating on a very tight budget, you may choose to purchase either the "disciplines" or the "materials" series of catalogs, rather than both.

One comparatively inexpensive guide you may wish to obtain for your own use is Free and Inexpensive Learning Materials published by Incentive Publications, 2400 Crestmoor Road, Nashville, Tennessee 37215. The division of Field Services, George Peabody College, Nashville, still has editorial responsibility for this handy publication which is revised biennially. It lists not only selected free items but also those that are sold, most of them fairly inexpensively.

Another publication is the serial (nine issues yearly) entitled Freebies. It lists and reviews a broad spectrum of materials and is intended for general audience. Nevertheless, its contents are of value to the dedicated seeker of the most current sponsored materials for classroom use. Contact Freebies, Box 5957, 1387 Schoolhouse Road, Santa Barbara, California, 93108.

Dedicated seekers of additional sources of curriculum materials may wish to have their names placed on the mailing list for Selected U.S. Government Books. This publication, issued quarterly, is a valuable source of relatively inexpensive materials. One other reason for obtaining this listing is that you may be able to obtain copies of a limited number of publications by contacting your local representative or one of our nationally elected senators. These public servants have a budget for providing their constituents with copies of government documents. However, the request must contain the correct document number and title. You may have your name placed on the mailing list for Selected U.S. Government Books by writing Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Working with Joseph A. Rueff under the sponsorship of the Indiana Council for Economic Education, the author prepared the Guide to Free and Inexpensive Economic Education Materials. Copies of this publication may be obtained by writing the author at Indiana University at South Bend, 1700 Mishawaka Avenue, Box 711, South Bend, Indiana 46634. Please enclose $1.50 to cover the cost of printing and postage.

You will probably want to consider several suggestions below on the use of catalogs listing free materials. First, always use the most recent edition of the catalog because free materials guides tend to become outdated at a rapid rate, approximately two to three percent a month. Therefore, a catalog more than two years old is likely to be useless. Second, if you are planning to have your pupils write for free materials, be sure that you consolidate all requests in one letter to each source. Carefully proofread the letters and approve each letter by countersigning it with your signature and the title "Teacher." If you can obtain school stationery for the pupils to use, so much the better. Finally, in order to have the materials available when you plan to use them, you should obtain them well in advance of the time you need them for class use (a minimum of six weeks). If after receipt of the materials, you find that they are inappropriate or unsuitable for inclusion in your instructional program, simply discard them or save them for later use; they may be suitable for another instructional unit. Do not forget to request free loan films far enough in advance of scheduled need to enable you to preview them before using them with your classes.

Another source that must be mentioned is the latest edition of Museum Media. This excellent reference source is published by Gale Research Company, Detroit, Michigan, and is usually found in a college or reference library. It lists materials that are available from museums all over the country, that are locally produced, and that may give special treatment to a particular facet of local history. Most of these materials, particularly slide pictures and tapes, are available on a loan basis with the borrower usually paying return postage. This guide offers a particularly unique source to enrich social studies teaching; it provides materials that few students have had an opportunity to use previously. A longer time period must be allowed for scheduling these materials since individual arrangements must be made, usually with the museum director or curator. Because of the extremely limited budgets under which most of these institutions operate, it is a good idea to include a business-size, self-addressed, and stamped envelope for a reply.

At times you can find many interesting resource books on the shelves of paperback bookstores. Weisinger has been editing the paperback book 1001 Valuable Things You Can Get for Free for over 20 years. It is published by Bantam Books and may well offer some different sources of materials for the creative teacher.

Still another fine source of inexpensive help for the teacher of social studies is a series of monographs written by Kenworthy and published by Teachers College Press, Columbia University, New York, New York 10027. Titles in this series are Studying China in Elementary and Secondary Schools, Studying India in Elementary and Secondary Schools, and Studying Japan in Elementary and Secondary Schools. In addition, Kenworthy has

also revised his Free and Inexpensive Materials on World Affairs (7th edition). It is available from World Affairs Materials, Box 726, Kennet Square, Pennsylvania 19348.

Other sources that the social studies teacher should develop the habit of scanning regularly are the many fine columns which appear in selected journals. These columns present reviews of the latest free and inexpensive materials, audio-visual materials and other curriculum materials. Among the journals that regularly carry such columns are Social Education and Instructor. There are many other journals but these two are probably the place to start.

Concerning sources and resources that are sometimes available at the state level, the first place to inquire for help is the State Social Studies Coordinator, Indiana Department of Education, Room 229 State House, Indianapolis, Indiana 46204. (See also the Ochoa section, "Professional Organizations Can Help," in this bulletin.) Another excellent source of assistance is the Indiana State Museum which is administered by the Indiana Department of Natural Resources. Examples of the types of help which they offer are two excellent resource-teaching units dealing with the life and times of George Rogers Clark. These were written and distributed as part of the Bicentennial celebration in 1976. One unit was intended for elementary teachers while the second for use by secondary teachers and their students. The agency attempted to place a copy of the units in the curriculum library of each school. Inquire about this important resource.

Another excellent source of materials is the Indiana Department of Commerce. The Lieutenant Governor is the Director of this department whose address is Room 336 State House, Indianapolis, Indiana 46204. Materials from the Department of Commerce are constantly changing and inquiry should be made regarding the latest materials available. Your local state senator and representative may also be able to help you obtain materials. You may also wish to be placed on these persons' mailing lists for legislative bulletins and analyses, which are issued periodically, usually when the legislature is in session. When writing for these sources, always specifically identify the help you are seeking and never say "just send me one of everything you have."

Indiana maintains fourteen Indiana Interstate Tourist Information Centers which are open seven days a week, 8:30 A.M. to 6:45 P.M., during the summer tourist season. In addition, three mobile vans visit fairs, festivals, and attractions throughout the summer months. Such sites offer an excellent opportunity to obtain single copies of the most recent materials. Again, prior planning may help you "liven up" a middle-of-the-winter series of lessons.

Yet another source of materials you should not overlook in studying an area is the local Chamber of Commerce. You can locate them by contacting your own local Chamber of Commerce for addresses in the specific area or areas you plan to study. Another source of help may be Polk's City Directory and telephone directories. These sources can usually be located in the nearest college or university library. Many times your local telephone company representative can help you obtain on-loan copies of the telephone directories of the areas you are studying. The telephone company representative must be given sufficient time to obtain directories, so advance planning is, to repeat the point, necessary for success. Another hint: do not overlook the "Yellow Pages" in your quest for data and help. In looking at national sources you may wish to consult one of the several 800 telephone number directories that are available.

You may wish to determine all of the local resources available to you. Sometimes local school districts or a social service agency have identified many local community resources and persons by compiling them in a Community Resource Handbook. Another rich source of help is the Yellow Pages of Learning Resources published by MIT press. This directory includes sources, all conveniently classified, so selected sources can be contacted and utilized.

A group of resource persons, sometimes available on a selected basis, are foreign exchange students who, however, vary from area to area within the state. Colleges are one source for they often contain "speaker bureaus" which list students and their home countries. Other sources are local 4-H leaders and the Youth for Understanding area representative. In addition, both of these groups offer opportunities for high school students to live abroad. Many church groups also sponsor foreign students and returning church missionaries offer a rich source of first-hand knowledge about foreign lands.

One word of caution: when inviting resource persons into your classroom, be sure to meet with them in advance of their presentation. Explain your instructional objectives; talk about time limits, being sure to allow time for student questions; and always preview the slide or film presentation being made. An excellent way to control the time limit is to invite the resource person to make a presentation immediately before a scheduled rest period, lunch period, or dismissal. For instance, if you wish to devote 45 minutes to the resource person's presentation, invite that person to arrive at your school approximately one hour before the lunch hour. This will allow ample time for setting up equipment, the presentation, and student questions, and still allow you a graceful way to terminate the presentation without hurting feelings. Be sure that you have invited your guest to share lunch with you in advance, not just a last minute occurrence when the students are getting ready to depart for the lunchroom.

Other local service clubs and industries offer presentations which they are willing to share with classes, either as field trips or as resource speakers visiting classes. Again, the key to these ventures is prior planning. And again, be sure to preview all presentations and discuss your objectives and other relevant considerations with your guest resource.

Local residents or other teachers may have traveled abroad and have interesting slides and observations that they will be willing to share with your classes. Often you may learn of this rich source of resources through word of mouth. Trips are sometimes reported in the society pages of the local newspaper. A telephone call or a brief note may make these persons available to your students.

For "history at your feet" take your students on a walking trip through a pioneer cemetery. These are often found along county roads or in the most unexpected places. Before the visit with your class, be sure to make proper arrangements. Then, it goes without saying, allow no defacing or damage to the graves or markers. They are a rich source of local history and can be a valuable motivational tool which, coupled with the genealogy column in the local newspaper, will make an interesting instructional unit.

It is a good idea to keep a resource notebook of persons and places that may prove of immediate or future value for your instructional program. Simply jotting down a few pertinent facts and names or pasting clippings from newspapers can be of great help. Remind yourself to make evaluative notes following the use of any and all resources.

Remember, none of these resources should be used in isolation. Pamphlets, movies, slide presentations, resource persons, your textbook, field trips, and any other resources you have available can make valuable contributions to your instructional program. It is the teacher who is responsible for identifying available resources, making the initial contact or request, handling all local arrangements, making sure the instructional resources are utilized to the instruction benefit of the students, and evaluating them after use. The purpose is better education for students.

HOW TO BE SUCCESSFUL IN FINDING A JOB TEACHING SOCIAL STUDIES

Charles R. DuVall
Indiana University at South Bend

Despite what you have heard, there really are jobs for social studies teachers. The problem is not that teaching positions are unavailable. The problem is more likely that (1) applicants are not eligible or (2) applicants do not go about job-hunting effectively. If you are eligible, competent, credentialed, and are willing to travel, there is no reason why you should not be teaching social studies. Teaching jobs will go to interested professionals who are organized, pursue them in a systematic manner, and who persevere. What is described below will take an investment of money in postage and expense as well as time and energy. However, if you fit the qualifications just described, the expense should be considered justified.

Before you do anything else, you should have registered with your college or university placement service and carefully prepared your registration packet. After this is completed, you may then consider taking the steps suggested in this section--but not before you are registered. You should also keep the lines of communication open between your placement office and yourself. Remember, placement office officials exist to help you get a job.

First you must ask yourself just how mobile you are. How far from home are you willing to go to get your first teaching position? If you decide that you cannot move from your immediate surroundings, then you have seriously restricted your options. If you can move 600 miles from home (that is, one good day's drive), then you have vastly increased your probability of finding an opening for which you are qualified. If you can move 2,000 miles, then no school district in the contiguous 48 states is out of your geographic reach. And finally, if you are the adventuresome kind and would consider a teaching position at an army or other overseas post, and exchange in some other part of the world or the state of Alaska, there probably is no limit to the positions available to you.

Your second step in getting ready to go job hunting is to make an honest assessment of your strengths and weaknesses as a candidate. Some questions you may ask yourself (and here you may want to jot down your answers) include:

Why do I want to teach?

What are my major and minor subjects and do these set me apart from other candidates?

Do I have areas in which I am "close to another minor"? If yes, am I willing to complete the requirements?

Can I coach or assist in one or more sports? (This is particularly important to women because an increasing number of schools are actively seeking coaches for girls' sports.)

If I cannot coach, do I have an area of expertise in which I may have participated and be willing to assist? For instance, can I coach dramatics or a speech team? Can I direct plays? Do I have an extensive background in a particular club?

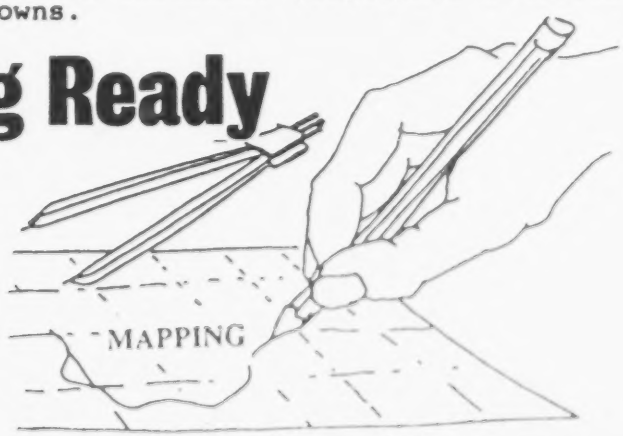
Have I any weaknesses as a teacher? (These may have been identified during your student teaching experiences.) What have I done or what am I willing to do to correct these deficiencies?

Are there any groups with which I have had or may have trouble working?

Are there areas of the country where I do not want to work or live? (This may be, for example, big cities, rural areas, plains, mountains, or a particular geographic region. You would do well to ask yourself why you have placed such limitations on your job search. Are they based on facts you know or idle rumor?)

Once you have made an honest assessment of yourself, your needs and your aspirations, sit down with a map of the state or of the United States. Using your home as a center, draw a circle with a radius of the maximum distance from home you are willing to locate. Examine cities, towns, and counties within this geographic radius. Immediately eliminate any locations that fall within your "unacceptable" category. If you have no real limitations or preferences, so much the better. You now have a large number of possibilities (your raw data pool) to begin your search for a job. Jot down all of the city and town names together with the counties in which they are located. Standard file cards are ideal for this purpose. You can obtain additional data on these locations by consulting the map key for initial information about the area. You may also wish to consult an almanac for additional data. Jot down any other pertinent data you wish from the map, for instance, geographic features or proximity to other towns.

Getting Ready



You should now have a fair sized stack of cards listing possible locations. Next, consult Patterson's American Education, available in your college or university library. This guide, published by Educational Directories, Inc., lists all of the school districts in the United States. It is revised annually and lists the names of the current superintendent of schools. In addition, it also lists all senior and junior high schools, so you can get an idea of the relative size of the districts that may interest you. By examining these data, together with the population figures you have previously obtained, you will have a better idea of a particular district and its relative size. You should record the name of the superintendent, the name of the school district (for district names may be different from the names of the towns), and the mailing address, together with the ZIP code. You may wish to examine visually all of the school districts listed within a given state because, in many cases, several school districts may have mailing addresses within one city or town in the geographic area which is of interest to you. An understanding of the way in which postal officials have designated ZIP codes may help you in this endeavor.

After you have recorded your data on filing cards, you will want to organize these cards into a rank order for writing initial letters of application. Your initial letter of inquiry should be no longer than three paragraphs. It should contain a brief, introductory paragraph in which you give your teaching majors and minors together with any other highly pertinent data. Your second paragraph should contain a brief description of your background, together with any other strengths you possess. Your final paragraph should contain a request for an application, together with a statement regarding your willingness to come for an interview (usually at your expense) if requested by the superintendent.

Here are a few hints regarding the initial letter of inquiry. Do not try to get "cute" to attract attention. The superintendent has probably seen a number of approaches and these letters do not attract the right kind of attention. You are applying for a professional teaching position, not to be a member of a public relations staff. Each letter should be individually addressed by name, typed on good quality bond paper, and free of errors. You should always pay for your own stationery, envelopes, and postage. Never use "company" stationery or postage to seek another position. The recipient may mark you as one of those with less than a full measure of ethics. Remember that you are applying to teach the community's children.

You may send as many letters of inquiry as you wish. One hundred may seem like a lot at first, but it may indeed be too few. Ten letters a day for a month certainly increases your opportunity for success.

You may be acquainted with the use of a computer and decide that this is the way to handle your inquiry letters. This may be true if you have access to the proper program. It is unwise to produce your letters on a dot matrix printer. Unless you have access to a good letter quality printer, your inquiry will look exactly like what it is--a mass produced form letter--and will probably receive the treatment reserved for "junk mail."

When you begin to receive application--and you will if you make a sufficient number of inquiries--be sure that no more than two days elapse between receipt of the application and its return. This is where the return address you give on your letter of inquiry and the communication you establish with your home are most important.

You should keep copies of all of your correspondence. Notes made on your file cards are a good way to keep track of the status of your correspondence. Photocopy all applications you return. These will be invaluable references before interviews. You will want to know exactly what you told the school, for applications do--and should--vary from district to district and require numerous individual treatments. At this time you may also wish to begin marking on your map exactly where you have applications on file. This may prove helpful in a later stage of the job hunting process.

When you begin to receive applications and later inquiries that look intriguing, you now will want to begin preparing for potential interviews. It is a good idea to write to the Chamber of Commerce or other sources in the area for additional information. Travel guides, such as the latest in the Mobile Travel Series available in the public library, will help in your quest for information. You may also wish to purchase a two week subscription to the local newspaper, particularly if you are invited to an interview. You can learn the name of the local newspaper from sources available in the library. Then you simply address a letter to the circulation department, enclose two dollars or a check and tell them that you want the newspaper until the two dollars runs out. A careful reading of the local newspaper will add to your information about the local situation.

In your subsequent correspondence it is also a good idea to ask about the texts used in the school and any other data regarding the curriculum. When you receive these data, you will be able to go to the college or university curriculum library and consult the texts, again adding to your background in preparation for the invitation to interview for a job.

When you are collecting this background information, do not forget to consult your friends, particularly if they are from the area to which you are applying. They may know someone or they may be willing to contribute additional data about the town or school district. If they know someone in the school system, a friendly word or letter on your behalf may be of help. Do not become offensive in your quest for help, but do indicate that you are interested in locating in the area and appreciate all the help you can get.

Finally! You receive an invitation to interview! Now prepare wisely for the interview--it is your chance to get the job. The school district is interested in you or they would not have invited you to an interview. Practice with your friends who have had interviews in the past. Talk with several of them and make notes. Compare similarities and differences between interviews. Prepare for the interviews as you would for any other important engagement. Good preparation does not mean getting nervous and sick. It means fighting nausea and butterflies in the stomach by preparing yourself, by developing self-confidence, by convincing yourself that you are going to land this job because you are a professional and are professionally prepared.

If you have sent several applications to the same area, you may be able to save expenses by scheduling several interviews on the same trip. Even if you have not received interview appointments, you may be able to arrange them in districts in which you have applications on file by calling the superintendent or personnel director. Using person-to-person telephone calls, call that school official and explain that you have an interview in the area and are willing to appear and talk at no expense. You may be able to arrange for several interviews on one trip, particularly if it is a trip that may take several days because of the distance from your home.

Arrive in town well in advance of the interview time. You do not want to be late. You may save some money by driving all night, but you still want to arrive fresh and clear for your interview. If this is the case, when you arrive in town locate a small, locally owned "mom and pop" motel. Ask the proprietor if you can rent a room only to shower and get "spruced up" for your interview. Explain that you only want the room for an hour or two and will not use the bed or dirty the room. Be sure to keep your promise. In conversation with the owner you may also learn more about the town and the local schools. Use any extra time you may have to go over your notes.

Arrive a few minutes early for the interview. During the interview do not try to show how well informed you are, despite all the preparations you have made. Your preparation will come through in your sense of confidence and your air of professionalism. Do volunteer sufficient information to answer the questions but do not engage in "overkill." If you have the

opportunity, and you probably will, ask a few sound questions. You may wish to make notes of several questions you want answered in advance of the interview. Then if they are not answered during the interview, you can always bring them up at the end--if they are still of sufficient importance.

Remember, there are jobs out there. You must attempt to arrange to be in the right place at the right time to match yourself with the available opening. Do not be discouraged when you are turned down. You need only one acceptance, regardless of the number of turndowns you have had in the past.

Good luck and good hunting!

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991